

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Special Education Monitoring Procedures	1018

The purpose of this document is to provide procedural information regarding the monitoring of Individualized Education Programs (IEPs) and related special education documentation for the Charter Commission's authorized charter schools. These procedures cover the following:

- [School Responsibilities](#)
 - [Obtaining Student Records](#)
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 - [Maintenance of Documentation in EasyIEP](#)
 - [Current IEP](#)
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School Responsibilities

Obtaining Student Records. Once a student enrolls in the charter school, the school shall immediately request the student's records from the student's previous school. The school shall then follow the procedures below to obtain documentation and official records for special education students:

- (1) Determine if the child received special education services from previous district.
 - (a) Ask the parent(s)/guardian(s).
 - (b) Check the registration form/records brought by the student/family.
 - (c) Contact the student's last known school/district.
- (2) Contact the school from which the student is transferring and the Special Education Lead Teacher at that school to inform them a child receiving services is enrolling in your school.
- (3) When the records arrive, the principal must follow the same procedures to review the cumulative record as a general education student. Additionally, the principal must notify the following individuals that a special education student has enrolled:
 - (a) Special Education Supervisor;
 - (b) Special Education Teacher; and
 - (c) Diagnostician (typically the Psychologist or Speech/Language Pathologist).

The school special education coordinator or case manager shall request a transfer of the student's documents on EasyIEP through the following step:

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1. Email the LEA Coordinator of Federal Programs and Special Populations at kelly.kroneman@tn.gov to request the student's file be transferred in EasyIEP.
 - a. Use an encrypted email or send a password-protected document containing the student's name, date of birth, prior district, and state ID number.

If documentation is missing from a student's prior school district, the school shall make reasonable effort to obtain the missing documentation and shall document efforts to obtain the missing documentation in the student's folder and in EasyIEP.

School Expectations for Auditing Files. Each authorized charter school shall be responsible for internally auditing student IEPs and monitoring for compliance. Please see the [Special Education Monitoring Checklist](#) at the end of this document for an example form.

At the beginning of each school year, charter schools shall audit existing IEP files within the first month of school for all required documentation. Any new documents that are created for a student's IEP and supporting documents throughout the school year shall be maintained and monitored by the Case Manager.

- (1) Signed and finalized copy of IEP/addendum should be added to student's file the day of the IEP meeting, or as soon as all of the signatures are obtained.
- (2) Progress Reports should be added within two (2) weeks of end of quarter.
- (3) Existing documents should be moved to the next applicable section of the IEP (i.e. Current IEP moved to Previous IEP section, and Previous IEP moved to the Old EE Document section)

Maintenance of Documentation in EasyIEP. Each authorized charter school is responsible for completing, uploading, and maintaining all documentation for students receiving special education services. Documentation should be translated, if necessary. Each school shall be required to keep current student records on file in EasyIEP. The following documents should be scanned and uploaded, with appropriate signatures where needed:

Current IEP.

The following documentation shall be uploaded and available for review in EasyIEP from a student's current IEP:

- (1) Current IEP/Addendum
 - (a) See [IEP Contents](#) at the end of this document for a description of the requirements for each section of the IEP.
- (2) Invitation Letter
 - (a) Documentation that the most recent invitation was received by a student's parent(s)/guardian(s) at least ten (10) days prior to the meeting date. The ten (10) days, which must pass before the meeting may be convened, may be waived by the parent

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(with documentation) after the parent has received notice that the charter school wants to convene an IEP meeting. If a waiver is obtained, the meeting may be held prior to the expiration of the ten (10) days. If parent(s)/guardian(s) choose to waive the ten (10)-day notice, documentation of this waiver must be noted on the signed copy of the invitation letter.

(b) The invitation letter must be signed by the student's parent(s)/guardian(s).

(3) Prior Written Notice

(a) Written notice must be given to the parent(s)/guardian(s) of the student for whom the IEP meeting has been convened ten (10) days before the charter school proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The ten (10)-day notice requirement may be waived by the parent(s)/guardian(s). The notice provides the parent(s)/guardian(s) a comprehensive overview of the changes and affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.

(4) Current IEP Signature Page

(a) Following the agreement of an IEP, the IEP shall be signed by the following individuals:

- (i) Parent(s)/Guardian(s);
- (ii) Special Education Teacher;
- (iii) Regular Education Teacher;
- (iv) LEA Representative (Principal or Director of Student Services);
- (v) Interpreter of Test Results
- (vi) School Psychologist; and
- (vii) Other service providers (if applicable).

(5) Informed Parental Consent (located in IEP Signature section)

(a) Informed consent means the following:

- (i) The parent/guardian has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
- (ii) The parent/guardian understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (iii) The parent/guardian understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time.

(6) Progress Reports

(a) IEP Progress Reports are semesterly or quarterly documents that provide a detailed narrative with data-based descriptions and percentage of progress made toward mastery for each annual goal. Progress reports shall be generated by the school and tracked with progress monitoring data taken weekly or bi-weekly.

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- (b) IEP Progress Reports shall be created and sent home with students within two (2) weeks following the end of each reporting period. A copy of each IEP Progress Report should be put in the student's cumulative folders at the same time they are sent home.
- (7) TCAP Alt-Signature Page (if applicable)
- (8) Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) (if applicable)
- (9) Documentation of IEP Review by other teachers not in attendance (IEP Signature section)
 - (a) All IEPs shall be reviewed by the student's teachers, if the teachers were not in attendance at the IEP meeting. This means any person(s) who did not attend the IEP meeting but is going to implement the IEP shall sign the last page of the IEP after reviewing the IEP. On the EasyIEP documents, this is stated as "Documentation of IEP Review of Other Teachers Not in Attendance".

Current Evaluation(s) and Eligibility Report.

The following documentation shall be uploaded and available for review in EasyIEP from a student's current evaluation and eligibility report. This may be either the initial evaluation or the re-evaluation, depending on which one is the current document. This documentation is used to certify a disability, such as the Psychological Report, Speech/Language Report(s), or Reevaluation Summary (if applicable).

(1) Invitation Letter

- (a) Documentation that the most recent invitation was received by a student's parent(s)/guardian(s) at least ten (10) days prior to the meeting date. The ten (10) days, which must pass before the meeting may be convened, may be waived by the parent (with documentation) after the parent has received notice that the charter school wants to convene a meeting. If a waiver is obtained, the meeting may be held prior to the expiration of the ten (10) days. If parents choose to waive the ten (10)-day notice, documentation of this waiver must be noted on the signed copy of the invitation letter.
 - (b) The invitation letter must be signed by the student's parent(s)/guardian(s).
- (2) Prior Written Notice for Re-evaluation, Eligibility Determination, and/or Eligibility Determination from the Comprehensive Re-evaluation

- (a) Written notice must be given to the parent(s)/guardian(s) of the student for whom the meeting has been convened ten (10) days before the charter school proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The ten (10)-day notice requirement may be waived by the parent(s)/guardian(s). The notice provides the parent(s)/guardian(s) a comprehensive overview of the changes and affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.
- (3) Eligibility Report (with signatures)

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- (a) Eligibility shall be determined by a group of at least two (2) qualified professionals, including the interpreter of test results. At least two (2) professionals on the assessment team, including the interpreter of results, should sign the eligibility report. The parent must agree and sign the eligibility report (for initial eligibility).
- (4) Eligibility/Assessment Packet (supporting documentation for eligibility), including but not limited to:
 - (a) Parent Input
 - (b) Observation by General Education Teacher
 - (c) Observation by Related Service Provider (if applicable)
 - (d) Reevaluation Summary Report (if applicable)
 - (e) Speech/Language Report, and/or Psychoeducational Report
 - (f) Parental Consent for Comprehensive Re-evaluation (if applicable)

Initial Documents.

If the Current Evaluation is also the Initial Evaluation, the charter school shall copy the forms above and ensure they are located in both sections of EasyIEP. All documents which require a parent/guardian signature shall be signed and uploaded to EasyIEP.

- (1) Prior Written Notice of Initial Referral or Parental Request for Evaluation
- (2) Parental Consent for Initial Evaluation
- (3) Invitation for Eligibility Determination and Placement Meeting
- (4) Prior Written Notice for Eligibility Determination
- (5) Prior Written Notice for Initial IEP Meeting
- (6) Consent for Initial Placement (IEP signature page from the initial IEP)

Transition Documents.

The charter school shall ensure that postsecondary transition assessments, course of study, and IEP goals are included in the Transition Services section of Easy IEP for students ages 14 and older. The following transition documents are required for students ages 14 and older:

- (1) Student Invitation to Meeting
- (2) Invitation of Outside Agency (if applicable)
- (3) Permission to Invite Outside Agency (if applicable)
- (4) Age-Appropriate Transition Assessment

Other Documents (if applicable).

If necessary, the following documents should be uploaded to EasyIEP:

- (1) Medical Documentation (diagnoses should be supported by proper documentation)
- (2) Homebound Documentation (thirty (30)-day review of placement & medical documentation)

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- (3) Tennessee Alternate Assessment Participant Decision Documentation (including signed copy of decision page)

Expectations for Adding Documents throughout Year:

- Documents will only need to be uploaded for each student one (1) time.
- Signed and finalized copy of IEP/addendum is added the day of the IEP meeting, or as soon as all of the signatures are obtained.
- Progress reports are added within two (2) weeks of end of reporting period.
- If a draft IEP is made prior to the student's IEP meeting, the charter school shall share a copy of the draft IEP with the student's parent or guardian no later than 48 hours prior to the IEP meeting.

End of Year Responsibilities. Authorized schools must make sure all IEP files are in compliance, on file at the school, and scanned into EasyIEP before recessing for the year. Please reference the [Special Education Department Closing of School Directions](#) at the end of this document for an example monitoring form.

LEA Responsibilities

On-Site File Auditing. The Charter Commission shall be responsible for auditing randomly selected IEPs and related documents on-site during annual school site visits. Additional monitoring may occur as needed.

During Audit.

- (1) Utilize the Current Year IEP section of the [Special Education Monitoring Checklist](#) contained within these procedures to ensure all required elements are included in the special education folder. Make note of what is missing or not instructionally appropriate.
- (2) Use the remaining applicable sections of the [Special Education Monitoring Checklist](#) to check the student's file in EasyIEP to ensure all required documents have been uploaded.
- (3) If a section is missing content, is instructionally inappropriate, or is missing required signatures, document this using the [Missing or Inappropriate Special Education Documentation Memo](#).

Post Audit.

- (1) Send completed [Special Education Monitoring Checklist](#) to the special education director.
- (2) If [Missing or Inappropriate Special Education Documentation Memo](#) was utilized, attach and send with checklist.

Follow Up.

- (1) Two (2) weeks after communicating with the appropriate party utilizing the memo and checklist, check the student's documents on EasyIEP to ensure proper corrections were made; or check to

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see that proper steps have been taken to reconvene the IEP team for another meeting to update the IEP, if necessary (check for invitation letter).

The Charter Commission shall maintain documentation of monitoring IEPs and related documents, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school liaison as a result of the monitoring.

EasyIEP Monitoring. The Charter Commission shall monitor compliance through a desktop audit of randomly selected student files to ensure schools maintain the proper documentation in EasyIEP. The Charter Commission shall utilize the [Special Education Monitoring Checklist](#) contained within these operating procedures to ensure all documents and signatures are accounted for. If proper documentation is not uploaded into EasyIEP, the Charter Commission shall notify the appropriate parties utilizing the [Missing or Inappropriate Special Education Documentation Memo](#).

- (1) EasyIEP monitoring will occur prior to the beginning of the school year, as well as once per quarter. Additional monitoring may occur as needed.

The Charter Commission shall maintain documentation of IEP monitoring, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school liaison as a result of the monitoring.

For questions regarding the compliance monitoring process or document uploading procedures, please contact the Charter Commission.

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Forms and Appendices

The following forms and appendices are included to supplement these procedures:

- [IEP Contents](#)
- [Special Education Monitoring Checklist](#) – *required*
- [Missing or Inappropriate Special Education Documentation Memo](#) – *required, if applicable*
- [Special Education Department End-of-Year Closeout Directions](#) – *sample template*

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IEP Contents

Each authorized charter school is responsible for ensuring student IEPs maintain the following contents:

Section 1: Student Information

This section should include student demographics, area of disability, servicing school, medical information, and parent/guardian information.

Section 2: Current Descriptive Information

This section should include narratives regarding student strengths, parent(s)/guardian(s) concerns, and the effect a disability has on progress in the general education curriculum. It should be completed with input from the parent(s)/guardian(s) and additional members of the IEP team as appropriate, including Related Service Providers.

- (1.) **Strengths.** Explicitly lists in which areas the student is strongest, including but not limited to academics. Describes “who” the student is.

Example: “ ____ demonstrates a strength in reading fluency.”

- (2.) **Parent/Guardian Concerns.** Prior to the meeting, parents/guardians should be asked about concerns regarding their student. These concerns should be noted in the draft form of the IEP and reconfirmed at the meeting, as well as addressing any additional concerns.

- (3.) **Impact of Disability on Gen Ed Curriculum.** Specifically lists the student’s disability and how the disability limits the student in the general education classroom. Additionally, lists some of the accommodations and modifications needed to help the student access the general education curriculum.

Example: “[Student]’s Specific Learning Disability in Reading Comprehension impacts her ability to understand and apply the content read in class, as well as on assignments and tests, throughout all of her general education classes. [Student] needs support to break down text, with frequent checks for understanding, to ensure she is following along with the class and/or material.”

Section 3: Consideration of Special Factors for IEP Development

This section should indicate “yes” or “no” for the following considerations:

- (1) Limited English Proficiency*
- (2) Blind/Visually Impaired
- (3) Communication Needs
- (4) Deaf/Hard of Hearing
- (5) Assistive Technology
- (6) Student Behavior**
- (7) Cognitive Processing Deficits***

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* This would be marked “yes” if the student was a current English Language (EL student).

** This would be marked “yes” if the student had behavior goals on his/her IEP, an FBA/BIP, and/or if the student has had a Manifestation Determination Review meeting.

*** Consult the student’s most recent evaluation and the School Psychologist. If the student scored below a 77 on one or more of the areas of cognitive processing (i.e. Working Memory, Processing Speed, etc), this should be marked “yes” and explained.

Section 4: Present Levels of Performance (PLOPs)

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child’s special education and related service needs. The PLOPs should include norm and/or criterion referenced data, raw data, and descriptive information of the student’s deficit area. IEPs should have at least 1 PLOP for each area of exceptionality.

This section outlines the area of need related to the student’s disability and the current level of performance in those areas, and the IEP team uses the information in this section to determine appropriate annual goals and services. There are many different assessments that can be administered and included in this section. Data from these assessments should be used as the baseline upon which the IEP goals are set. The results included in this section are intended to be descriptive and specific and should be written in such a way that they can be understood by parents and teachers who may not be otherwise familiar with the student.

Example PLOP: “ (student name) took the (year) (Fall/Winter/Spring) Math MAP Assessment. He/she scored a _____. This score places him in the _____ percentile. This means that in a group of 100 ____ graders, he/she would outperform ____ other students. Performance is comparable to students in the _____ grade level. He/she had strengths in _____ and _____. He/she had weaknesses in _____ and _____.”

PLOPs should include *at least* the results of the most recent individual academic assessments (i.e. MAP data, AIMSweb data, Dibels, SRI data, etc).

Additionally, each Academic PLOP may include any of the following data sources:

GROUP 1: Standardized Testing	GROUP 2: Case Carrier Generated Data and Observations	GROUP 3: Review of Records and Reports
<input type="checkbox"/> District benchmarks	<input type="checkbox"/> Written informal assessment completed by case carrier	<input type="checkbox"/> PowerSchool reports from other classroom

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<input type="checkbox"/> SRI/Lexile score	<input type="checkbox"/> Work samples completed with case carrier	<input type="checkbox"/> General Education or other teacher report
<input type="checkbox"/> Standardized testing <ul style="list-style-type: none"> ▪ Woodcock Johnson ▪ Brigance ▪ WIAT ▪ Casey Life Assessment ▪ Curriculum Based Measures 	<input type="checkbox"/> Classroom observation completed by case carrier <input type="checkbox"/> Curriculum Based Measures (Read 180 and IReady data reports)	<input type="checkbox"/> Work samples completed in another other classroom

IEPs with **behavioral/social-emotional concerns and/or related disabilities** should contain the following:

- Teacher Observation (to be completed by someone other than the Exceptional Education teacher and preferably different from teacher completing Prevocational Checklist); and/or
- Social-emotional behavior assessment/inventory

Determining Exceptionality. Within each assessment or indicator of academic performance, it is necessary to note if the child is exceptional in the given area for planning and goal setting purposes. The Tennessee Department of Education RTI² program defines “exceptional” within these areas as scoring in the 25th percentile or below in a specific academic area or one standard deviation above or below measured cognitive ability. The IEP Team will determine if prevocational and/or social-emotional behaviors and characteristics are developmentally appropriate and determine if goals are appropriate, but typically goals are created when an area of concern is noted on the prevocational checklist or if a student has an FBA/BIP.

Example: “A 6th grade student scored in the 18th percentile on a grade-level passage on a nationally normed reading fluency benchmark.”

Section 5: Measurable Annual Goals

These are goals that identify what specific knowledge, skills, and/or behaviors a student is expected to be able to demonstrate within the annual IEP timeframe. Goals should address the needs that are summarized in the child’s present levels of academic achievement and functional performance. Each PLOP marked as “exceptional” must have a corresponding goal.

A measurable annual goal must be written for the following areas, if applicable: Academics, Prevocational, Transitional, and Social-Emotional Behavior. Measurable annual goals provide a mechanism for determining whether the child is progressing in the general education curriculum and special education program. Progress on the measurable annual goals must be quantified on the Quarterly Progress Reports.

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Best Practices.

- (1) If possible, list the skill needed to acquire the goal so whoever picks up the IEP knows exactly what the student is working on.
- (2) The goal should be set based off of the baseline data from the PLOPs.
- (3) If necessary, use pre-existing progress monitoring tools (for example, AIMSweb, Wilson Just Words, F & P, gen ed classroom materials etc.) that are already being given to collect data and avoid having to create teacher-made tools and/or over-assessing students.

Writing Measurable Annual Goals. Strong measurable annual goals have the following components:

- (1) Condition
- (2) Student Name
- (3) Clearly Defined Behavior
- (4) Performance Criteria

Examples:

“Given (condition/materials/setting/accommodations), (student’s name) will (do what measurable/observable skill/behavior in functional terms), (to what extent/how well to determine mastery), (# of times/frequency/how consistency), by (how often) evaluated/determined by (measure).”

Reading: Given a reading passage at Joseph’s instructional level, Joseph will read 80 words in 1 minute with 95% accuracy on 3 consecutive probes using a weekly R-CBM (reading curriculum-based measure).

Behavior: During unstructured tasks, Jaqueline will remain within her desk work area, defined by tape and furniture, with no more than 1 prompt for 80% of the activities within the school week as measured by an observation tool.

Social Emotional: Given small group activities, Isaac will participate as defined by sitting with his group and answering or asking 2 questions on topic for 80% of the opportunities given within a 2-week period.

Section 6: Program Participation

This section outlines the areas in which a student will receive modifications or accommodations. It also details the specifics of those modifications or accommodations.

- (1) Modifications or accommodations can be selected for any area in which a student participates: core academic classroom, enrichment opportunities, extracurricular activities, lunch, recess, etc.
- (2) Accommodations and modifications can be incorporated into any combination of program and different accommodations and/or modifications can be put in place for different subjects.

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- (3) It is important to select appropriate accommodations and modifications based on the individual child's needs and deficits as seen in the PLOPs.
- (4) Accommodations and modifications should only be listed for subject areas in which the disability is present.
- (5) Clarify between "not applicable" if the student does not take a specific course OR "no accommodations" if a student does not need accommodations for a specific course

Section 7: State/District Mandated Tests and Accommodations

State/District Mandated Tests. Any state or district mandated test that the student will be participating in during the duration of this IEP should be indicated in this section. Options for selection include but are not limited to:

- (1) TCAP/TNReady Achievement tests
- (2) End of Course Exams (EOC)
- (3) English Linguistically Simplified Assessment (ELSA)
- (4) TCAP Writing Test.
- (5) WIDA ACCESS test

State/District Tests Accommodations. Accommodations listed must be provided in general and special education classroom instruction, classroom testing, and for the specific assessment(s) listed in this section. The charts below outline the most common testing conditions and accommodations. The list is not exhaustive but will help identify which features require an IEP/504 Plan, an English Learner (EL) status, or are open to any student who needs it. It is a requirement that the feature is consistently used in class before it is allowed on any State assessments.

Testing Conditions	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Flexible Setting / Small Group			X			X			X
Student Reads Aloud to Self			X			X			X
Noise Buffer/FM System			X			X			X
Blank scratch or graph paper			X			X			X

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Accessibility Features for All	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Read Aloud / Human Signer for Test Instructions			X			X			X
Line Reader for text			X			X			X
Highlighter			X			X			X

Accessibility Features for All (identified in advance)	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Magnification / Color Overlays / Masking			X			X			X
Read Aloud / Human Signer for Test Items	X					X	X	X	

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Accommodations	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Adult Transcription / Scribe	X			X					X
Assistive Technology (speech-to-text, word prediction)	X			X			X		
Braille/Large Print	X			X					X
Calculator						N/A*	X		
Extended Time	X	X		X	X		X	X	
Manipulatives							X		
Prompting Upon Request							X		
Rest / Breaks / Multiple Same Day Sessions	X	X		X	X				X
Read Aloud / Human Signer for Test Items	X					X	X	X	
Visual Representations for Math				X					
Word-to-Word Dictionary		X			X			X	

*A calculator is required for all students on calculator-allowed subtests. No students may access a calculator during the calculator-prohibited subtests.

Section 8: Special Education and Related Services

Special education and related services are individually determined by the IEP Team. Service hours determined by the IEP team should reflect the areas of exceptionality in the PLOPs and the areas addressed in the Measurable Annual Goals.

Related Services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. These services include but are not limited to speech-language pathology and audiology services, occupational therapy, and counseling services.

It is the IEP team's responsibility to review all of the evaluation information, to identify what special education and related services the child needs, and to include them in the IEP. The IEP must also specify

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the following with respect to each service:

- (1) *When* the service will begin;
- (2) *Who* is responsible for providing services;
- (3) *How often* it will be provided and for what amount of time; and
- (4) *Where* it will be provided.

Section 9: Transition Services

This process is for students and their families, as well as all members of the IEP team, to think about life after high school, to identify a student's desired outcomes, and to plan their community and school experiences to ensure that the students acquire the knowledge and skills necessary to achieve their goals. For students 14 years and older during the IEP year, this process includes:

- (1) A transition assessment completed by the student;
- (2) A four-year plan of focused and purposeful high school study;
- (3) Measurable post-secondary goals in the areas of employment, education/training and where appropriate, independent living and community participation;
- (4) Annual IEP goal(s) that will reasonably enable the student to meet the secondary transition goal(s); and
- (5) Transition services that focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school.

Section 10: LRE and General Education

This section explains the extent, if any, in which the student *will not* participate with non-disabled peers. The LRE statement must specify the frequency and duration of services to be provided in the Special Education setting in alignment with the special education or related services described in the IEP.

Section 11: Special Transportation.

This section explains what special transportation, if any, is needed.

Section 12: Extended School Year (ESY).

This section explains if ESY is recommended. ESY decisions must be data-driven, and a summary of the data which the recommendation is based on must be included in this section.

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Special Education Monitoring Checklist

Student:

Date:

Monitor Initials:

Primary/Secondary Disability:

IEP Due Date:

Re-evaluation Due Date:

1. Current Year IEP	Check if fulfilled
Invitation for Meeting <i>OR</i> Documentation of Waiver	
Prior Written Notice for Change in Educational Placement and/or the Provision of FAPE	
IEP Contains:	
<ul style="list-style-type: none"> Student Strengths Statement 	
<ul style="list-style-type: none"> Documentation of Parent Concerns 	
<ul style="list-style-type: none"> Adverse Impact Statement 	
<ul style="list-style-type: none"> Consideration of Special Factors 	
<ul style="list-style-type: none"> Present Levels of Academic Achievement and Functional Performance 	
<ul style="list-style-type: none"> Measurable Annual Goals (for each area of exceptionality identified in present levels of performance) 	
<ul style="list-style-type: none"> Accommodations in the Classroom 	
<ul style="list-style-type: none"> Accommodations on State and District Assessments 	
<ul style="list-style-type: none"> Special Education Direct and/or Related Services 	
<ul style="list-style-type: none"> LRE Statement Including Extent the Student Will Not Participate in the Regular Classroom (aligns with direct and/or related services) 	
<ul style="list-style-type: none"> Attend School of Choice 	
<ul style="list-style-type: none"> Special Transportation Needs Addressed in IEP 	
<ul style="list-style-type: none"> Extended School Year (ESY) Addressed in IEP 	
IEP Signature Page	
Informed Parental Consent (IEP signature section)	
Current Year Progress Reports	1 2 3 4
Alternate Assessment Decision Documentation and Signature Page (<i>if applicable</i>)	

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Functional Behavioral Assessment (FBA) and/or Behavioral Intervention Plan (BIP), <i>if applicable</i>	
Documentation of IEP review by other teachers not in attendance (IEP signature section)	

2. Current Evaluation(s) and Eligibility Report

Invitation to Meeting: Reevaluation	
Re-evaluation Summary Report (includes previous eligibility decisions and current classroom based, local, or state assessments)	
Documentation of Parent Input	
Observation by General Education Teacher	
Observation by Special Education Teacher <i>(if applicable)</i>	
Observation by Related Service Provider <i>(if applicable)</i>	
Signed Decision Page (Re-evaluation summary report)	
Prior Written Notice for Re-evaluation	
Prior Written Notice for Comprehensive Re-evaluation <i>(if applicable)</i>	
Signed Eligibility Report	
Prior Written Notice for Eligibility Determination and Placement	

3. Initial Evaluation and IEP*

Prior Written Notice for Initial Referral or Parent Request for Evaluation	
Parental Consent for Initial Evaluation	
Documentation of Parent Input	
Observation by General Education Teacher	
Observation by Special Education Teacher <i>(if applicable)</i>	
Observation by Related Service Provider <i>(if applicable)</i>	
Evaluation Report (includes current classroom based, local, or state assessments)	
Signed Eligibility Report	
Invitation to Meeting: Eligibility/Placement	
Prior Written Notice for Eligibility and Initial IEP Meeting	
Consent for Initial Placement (IEP signature page from the initial IEP)	

* This section to be completed if the initial evaluation is the most recent evaluation.

4. Transition Documents (ages 14 & older)

Student Invitation to Meeting	
Invitation of Outside Agency <i>(if applicable)</i>	
Permission to Invite Outside Agency <i>(if applicable)</i>	
Focused Plan of High School Study	

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Measurable Post-secondary Goals in the Areas of Employment, Education/Training, Independent Living, and Community Participation	
Post-Secondary Transition Annual IEP Goals	
Transition Services	
Age-Appropriate Transition Assessment	

5. Other Documents <i>(if applicable)</i>	
Medical Documentation	
Homebound Documentation	

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Missing or Inappropriate Special Education Documentation Memo

To:

From:

Date:

Re: Special Education Monitoring – Missing or Inappropriate Documentation

Missing or Inappropriate Special Education Documentation

This memo is to make notice of missing or **inappropriate** documentation in the following students' (EasyIEP files or cumulative folders). The Charter Commission completed compliance monitoring of these files on ____ *(date)* ____ and found that the following documents are missing or inappropriate:

- *(Student Name)*
 - Missing/inappropriate document

Please add the missing or corrected documentation to the student's EasyIEP and cumulative files by ____ *(date)* ____.

If you have questions, please contact the Public Charter School Commission.

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Special Education Department End-of-Year Closeout

Before leaving for the year, the following items MUST be done:

1. IEP Desktop Monitoring Checklist is completed.

Date Verified: _____ Initials: _____

2. All IEPs are current in EasyIEP (green check marks or yellow triangles).

Date Verified: _____ Initials: _____

3. IEP file folders are in order according to the charter school's filing system.

Date Verified: _____ Initials: _____

4. Current student roster (printout) has been received by the school office.

Date verified: _____ Initials: _____

5. All IEP folders are turned into your building office manager and stored in a central location with copy of roster in bin.

Date verified: _____ Initials: _____

6. Return all materials to the SPED office.

- Brigance
- Woodcock Johnson Brief
- Any additional materials

Turn in completed form to principal during checkout. You will not be allowed to checkout without completed form.

Teacher Name: _____

Personal Phone Number: _____

Personal E-mail Address: _____

Building: _____

Principal Signature: _____